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ABSTRACT

This volume is part of a series, which is in turn part of a course entitled "Contact Canada" and designed for adult Francophone students of English as a second language. The series contains exercises for learning conversational tools. This volume deals with opening formulas, which are grouped under the following categories: (1) attention-getting openers; (2) openers introducing various aspects of a topic; (3) digression openers; (4) opinion openers; and (5) problem openers. A videotaped recording explaining how to use the series effectively is available separately. (AM)

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GAMBITS 1

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OPENERS

THE FIRST OF THREE MODULES

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This series forms part of *Contact Canada*,
a course for teaching English to adult Francophones
in the Public Service of Canada.

A VTR demonstrating the methodology of these modules,
and advice on how to use them most effectively,
is available from the English Program Development and
Consultation Unit.

Cover: Gambits *are starting manoeuvres, whether in chess or in conversation. The word* gambit *derives from Italian* gambetto, *"the act of tripping someone"* (> *Italian* gamba *"leg"). Today, the most important thing about gambits is no longer the use of trickery, but the advantage they give to their user in the game he's playing.*

GAMBITS 1

CONVERSATIONAL TOOLS

by Eric Keller, Ph.D.
and Sylvia Taba Warner, M.A.

FL0094442

O P E N E R S

THE FIRST OF THREE MODULES

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INTRODUCTION TO GAMBITS

Think of the last time you were in a group where everyone around spoke English. Did you want to say something, but didn't know how to start? Did you have a funny remark, but didn't know how to get people to listen to you? At that point, you needed a *gambit.*

A gambit is a conversational tool that gets us going. For instance, you could have said, *"Guess what?* My teacher just got engaged again" or perhaps, *"Speaking of bosses,* I heard a good joke the other day." There are special gambits for nearly all situations. For instance, if you want to state an opinion, you might start out by saying, *"I think that. . ."* or, *"In my opinion. . ."* Or if you want to agree with the speaker enthusiastically, you might try, *"That's precisely the point! "* You know most of these gambits already; the point of these three modules is to get enough practice so that you can use them actively when the situation calls for them.

There are four types of gambits. The first group are the *openers.* They are used to lead into something that you have on your mind. For instance, suppose you're thinking of something disagreeable and you want to introduce that topic. So you say, *"We'd better face the fact that. . .",* or, *"Whether we like it or not. . ."*

If you want to tie into what has just been said, you will probably want to use *links.* For instance, if you disagree with the speaker and want to offer your own opinion, you might say, *"I think* the real problem is money, not time." Or then, you may want to give your conversational partner some feedback about what he's saying. In that case you use *responders,* like, *"You're right! "* or, *"No doubt about that! "* Please notice that *responders* are different from *links. Responders* can stand alone; after saying, *"No doubt about that",* there is no need to say anything else. However, *links* introduce an idea of your own; so after saying *"I think",* you have to state what your opinion is. Finally, one speaker usually has to tell the other that he'd like to go on to doing something else. Then he uses closers, such as, *"Well, it was nice talking to you",* or with people who can't take the hint, *"Sorry, I've really got to go now".*

Over 500 gambits will be presented in this set of modules. This sounds like a great many at first, but you will soon find out that most are really self-explanatory, once you understand the dictionary meaning of all the words making up the gambit. If you don't, your first responsibility is, of course, to check in the dictionary all the words that you don't understand.

You will find that it is best not to memorize gambits. Instead, involve yourself as actively as you can in each exercise. Then, as you do each activity, try to use as many different gambits as you are comfortable with. Choose a few that you really like and repeat them in your mind. Use them every day, if you can, for about a week. No harm in overdoing it for awhile – they'll stick in your mind that way. Later you can use them any time you want to.

Have fun!

Level of difficulty: All exercises are suitable and timed for advanced groups. Intermediate groups will sometimes want to take more time for exercises, and leave some out altogether.

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1. Attention-Getting Openers

We often don't get the attention we'd like to have. This is one reason we use openers in spoken English. When we open with, *"What I have in mind is this"*, we do two things: first, we tell the listener that we'd like to have his attention. Secondly, we communicate to him that we have a plan to tell him about. That will make him curious, and then – hopefully – we have the attention we desire.

Most openers have both of these effects. However, in contrast to the openers introduced in the rest of the book, the openers of the following section only ask for the listener's attention and do not indicate to him the nature of what's coming. For instance, *"well"*, *"of course"* and *"you know"* are *casual openers* that occur commonly in the language. In fact, these gambits are so frequent and convey so little information that it is a good idea to try to use some more expressive openers instead. For instance, you could replace *"well"* with *"let's put it this way"*, and *"of course"* with *"as I understand it"*. Nevertheless, we will start with this type of attention-getting opener. In later sections, we will take up more expressive ones.

Attention-getting openers belong to three different categories. We use *interrupters* for the tricky business of breaking into someone else's conversation. We have ways of doing so politely (*"Excuse me, please"*), or more casually (*"Sorry, but"*).

Question openers, as the name suggests, are used to start off questions, and the frequent *casual openers* are mostly used as convenient attention grabbers.

A. INTERRUPTERS

INTERRUPTING POLITELY

Levels 2-4, class, speaking, 15 minutes

Pardon me

Excuse me

Sorry

Pardon me for interrupting, but

May I interrupt for a moment?

Often we have to approach total strangers to ask them for some information. Here are a few openers that are handy in such cases.

Let's re-enact such a situation. Two to four students can volunteer to be the questioners. They should think up some things to ask about (ideas below). The rest of the class should stand up and form small groups that may talk about anything they choose. The volunteers then approach the various groups of people and interrupt to ask their questions. They must of course use interrupters from the list at the left to start off. When each of the volunteers has been to each of the groups, everybody may sit down again, and the volunteers report the answers they got from the various groups of strangers.

Examples

To start out:
"*Pardon me,* can you please tell me how I can get to the cafeteria? "

Or:
"*May I interrupt for a moment?* I'd like to know how I can get to the cafeteria."

To finish up:
"Fine, thank you. Bye for now."

SOME THINGS TO ASK ABOUT
how you get to the nearest supermarket
where the next bus stop is
where you can get gas for a stranded car
where you can rent a TV
where the English teacher is at the moment
where you could find a good, inexpensive restaurant

INTERRUPTING ON THE PHONE

Levels 2-4, class or pairs, speaking and writing, role-playing, 15 minutes

SPEAKING

One student "answers the phone". The other opens with one of the expressions to the right. The first student then responds, saying that he does or doesn't have the time to talk – whatever he chooses. If he doesn't, he explains why. Each exchange should be very brief. (*You may want to inquire at your telephone company whether the telephone trainer is available for this and similar exercises.*)

Examples

"Hello?"
"This is Jerry. Is this Janice?"
"Yes, speaking?"
"Hi, how are you? *Do you have a minute?*"
"Sure, I do. What's up, Jerry?"

Or:
"Sorry, Jerry, I don't. I've got to rush off to work right now."

Am I interrupting?

Can you spare a minute?

Do you have a minute?

Are you free to talk?

Can you give me some advice?

STAY AWAY FROM:
What are you doing?

WRITING

Which of the interrupters from the list at right would be most appropriate? In some cases more than one gambit is possible.

1. . . . "No, not at all. I was just watching an old movie on television."
2. . . . "Sure, what's the problem?"
3. . . . "I've got plenty of time. What's up?"
4. . . . "No. I'm the only one in the office. The rest have gone out to lunch."

Sorry, but

Excuse me for interrupting, but

I might add here

I'd like to comment on that

May I add something?

May I say something here?

I'd like to say something

May I ask a question?

TO RETURN TO THE TOPIC:

Anyway
In any case
To return to
To get back to
Where was I?
Going back to

INTERRUPTING GAME

Levels 2-4, class, speaking, game, 10 minutes

The teacher (or a volunteer student) starts to talk on any topic. Anyone in the class can interrupt him or her using one of the openers suggested at the left. The speaker then answers the person who interrupted, but after that he or she quickly brings the discussion back to the original topic. Try to interrupt as often as possible and in a variety of ways to try to sidetrack the speaker.

Examples

"Last night I went to a hockey game. . ."

"Excuse me for interrupting, but which one? "

"The one between the Boston Bruins and the Montréal Canadiens. Anyway, so I went to the game and got to my seat. . ."

"Sorry, but where was your seat? "

"In the red section. As I was saying, I got to my seat. . ."

etc.

TOPICS

what you did last night
a funny thing that happened at work
a joke you heard recently
an argument you've had with someone
how you get to work or to school
a fabulous meal you've cooked recently

INTERRUPTING TO ADD A POINT

Levels 2-4, class, speaking and recording, 20 minutes

SPEAKING

Students break into groups of four or five. Each group agrees on a topic. Several students and the teacher go around to the groups and interview them. All members of the group in turn are expected to volunteer some information to the interviewers. In volunteering, they start up with openers. At the end, the interviewers report what the various groups were talking about.

POSSIBLE TOPICS

Is it really necessary to learn English?

Should children be taught religion in schools?

Should teenagers be taught about sex in schools?

Would you consent to being interviewed for a market survey?

etc. (any controversial topic is possible here)

RECORDING

After practicing this type of exchange, students may record short conversations, or parts of conversations where such gambits occur.

Hold it

Wait a minute

I have a point here

I have a question

I'd like to say something here

Pardon me, but

I might add that

May I add that

Excuse me for interrupting, but

May I make a comment on that?

B. QUESTION OPENERS

I'd like to know

I'm interested in

Could you tell me

Do you know

Could you find out

Could I ask

Do you happen to know

TO ASK SOMEONE ABOUT SOMETHING (PERSON TO PERSON)

Levels 2-4, class or individual, speaking or writing, 10 minutes

Suppose you want to buy the items listed below. How would you address a department store clerk? Use suitable openers from the left.

1. "May I help you?"	*electric typewriter – price* Example: "Yes, *I'd like to know* how much this typewriter costs." Make up another possible answer.
2. "What can I do for you?"	*bicycle – how many speeds*
3. "Yes?"	*desk lamp – what kind of bulb it takes*
4. "Would you like some help?"	*pyjamas – different colours*
5. "What would you like?"	*stereo receivers – which is the best*
6. "Can I help you?"	*tires – which kind is the best for my car*
7. "Are you looking for something?"	*dill pickles – where they can be found in the store*

TO ASK SOMEONE SOMETHING (BY PHONE)

Levels 2-4, class or individual, phoning, 20 minutes

A. Practice getting an answer over the phone. Perhaps write down exactly what you would like to know and start off your inquiry with some of the formal openers at the right.

1. What's playing at the Uptown Theatre tonight?
   Example: "Hello? Yes, *I'm calling to find out* what's on tonight."
   Make up another inquiry.
2. How do I send animals overseas?
3. What time in the morning is there a flight to Toronto?
4. When could I set up an appointment with Dr. Burrill?
5. How can I place an ad in the paper for selling a pair of skis?
6. Do you still have the job opening for a sales-person you advertised in last night's paper?
7. When are you offering the evening course in Yoga?
8. Is my mother-in-law tax-deductible?

B. Practice more complicated telephone calls involving a switchboard operator who says, "Just a minute, I'll connect you."

C. Elaborate even further and see what you do if the switch-board operator connects you with a person who can't give you the information that you need.

FOR SECTION A

I'm calling to find out

I'd like to ask

Could you tell me

I'm calling about

FOR SECTION B

I'd like to speak to someone about

May I talk to someone about

C. CASUAL OPENERS

Well
Look
Now
Of course
You know
You see
Listen
Now really
Lookit

REACTING WITH HESITATION

Levels 1-4, class or individual, speaking or writing, 5-10 minutes

Here we have a girlfriend making a few enthusiastic suggestions to her boyfriend. However, he's in a bad mood and gives her some grumpy answers. Use openers to show that he's not exactly excited about the suggestions.

1. "Why don't you give me the keys to your apartment and I'll get everything ready for the party! "
   Example: *"Well,* then you'll get everything messed up again."
   Make up another answer.
2. "Okay, let's do this. I'll buy the orange juice and you buy the vodka."
3. "How about calling in sick, darling, so you can have a rest before the party? "
4. "I think we ought to invite your secretary at the office, too, after all the nice things you said about her."
5. "You don't seem to be in too good a mood today, my dear. Why don't you just lie down and rest up a bit."
6. "Why don't we just call the party off? "

Make up other situations where speakers use these gambits in a hesitating way.

2. Openers Introducing Various Aspects of a Topic

In a conversation, we generally take turns contributing new ideas to the topic under discussion. Every time we take a new turn, we can introduce our ideas with a characteristic opener. For instance, when talking about giving up smoking, we may want to say that the *main aspect* of the problem is the temptation from other smokers. We could introduce this idea with the opener, *"The most important thing is to* avoid the temptation."

Another person might introduce something *surprising* that he happens to know about the topic: *"Surprisingly enough,* alcohol has some of the same effects on you that smoking has." Or then, there are those who want us to squarely face the *unpleasant aspects* of a question. They would say something like, *"Let's face it,* your chances of getting lung cancer before you're sixty are just enormous."

And finally, the methodical type of person lets us know that he has a whole *list* of things to say. He may start off by saying, *"first of all"*; then, a little later, he might come out with, *"secondly. . ."*; and, to announce that the end is in sight, he could say, *"and the last thing is. . ."*

All of these openers introduce various aspects of a topic. No matter which topic is under discussion, the aspects introduced in this section are bound to occur frequently. As a result, there are gambits in this section that fit nearly any topic.

A. LISTING OPENERS

LISTING THE ORDER OF EVENTS

Levels 1-4, class or individual, speaking or writing, 10 or 45 minutes

The sketches on the pages that follow depict a bank robbery. If you're in class, make up a round-robin story where each student introduces one new development with a suitable opener. If you're working by yourself, write out the story in such a way that it could be read on radio. You may use words from the additional vocabulary. If you're unsure about the meaning of one of these words, look it up in a dictionary.

First

To begin with

First of all

Then

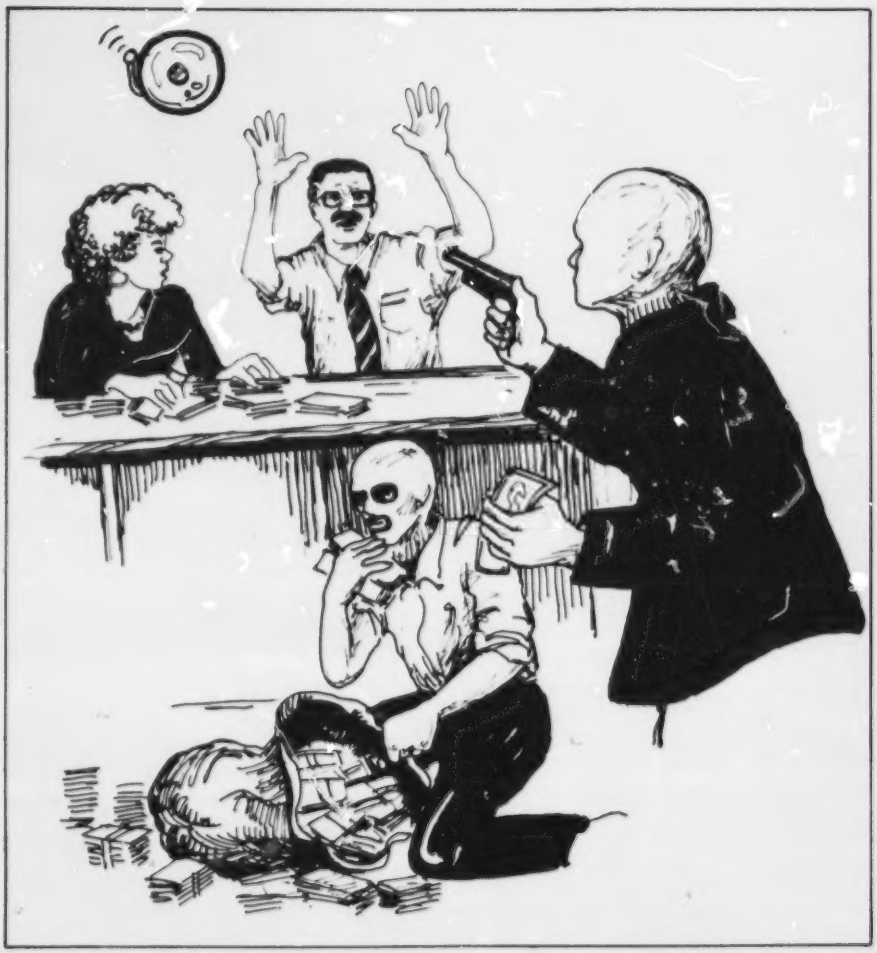
After that

So

So then

At the end

Finally



ADDITIONAL VOCABULARY

Nouns: *robbers, hoods, balaclavas (ski masks), van, curb, bag, gun, manager, teller, wicket, counter, bundles, bills, alarm, a stick-up*

Verbs: *to park, to slink, to brandish, to keep in check, to hold, to fill, to count, to have the scare of one's life*

First

To begin with

First of all

Then

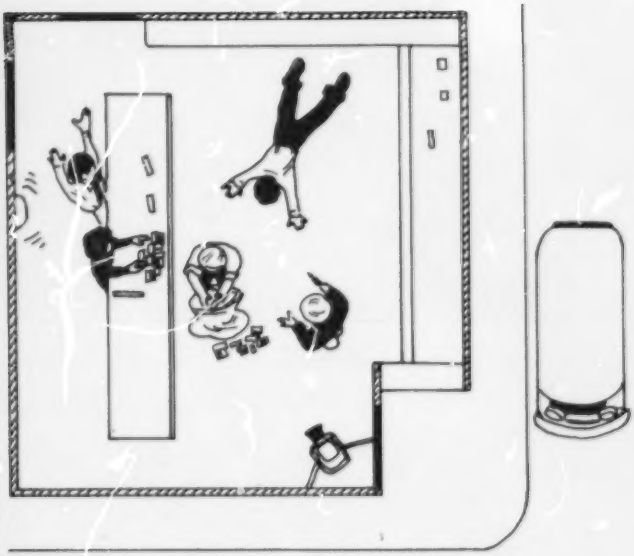
After that

So

So then

At the end

Finally



ADDITIONAL VOCABULARY

Nouns: *bundles of money, counter, bag, television camera, alarm, van, customer, teller, bank manager*

Verbs: *lie outstretched, fill, hand over, be scared, be calm, keep in check, make a getaway, run, start the engine, gun the engine, step on it*

First

To begin with

To start

Secondly

Next

Then

After that

Before you finish

Finally

As the last thing

At the end

STEP-BY-STEP INSTRUCTIONS

Levels 3-4, class or individual, speaking or writing, 15 or 40 minutes

Here is a series of drawings suggesting specific actions. Tell another student who can't see the drawings what to do, step by step, to perform the action. If you have time, write simple captions for each drawing, using the openers at the left. Also be sure to look up any vocabulary items that may not be familiar to you.

TYPING AN IMPORTANT LETTER

Nouns: typewriter, typing bond, platen ['plæt·ən] (the roll one types on), backing plate, slit, margins, keys, space bar, carriage return, error, typo, correcting fluid, correcting tape, ribbon

Verbs: to insert, set margins, align a page, turn, indent, type, backspace, erase, correct, copy

Add more vocabulary as you go along.

MAKING A LONG DISTANCE CALL

Nouns: directory, receiver, mouthpiece, dial, finger stop, long distance directory assistance, long distance operator, cradle, headset

Verbs: pick up, request, dial direct, call collect, charge to another number, call back, hang up

CHANGING A TIRE

Nouns: tire, jack, lever, cap, nuts and bolts, rim, headlights, fender, rearview mirror, spare tire, frame, flat tire, trunk

Verbs: remove, unscrew, jack up, lower, replace, put on, screw tight, tighten

PREPARING SOUP

Nouns: stove, oven, knobs, dials, burner, pot, pan, drawer, can of soup, steam

Verbs: stir, put on, turn, pour, take off, serve

The first thing is

First

First of all

To begin with

Another thing is

Next

Then

After that

The second (third, fourth) thing is

Finally

At the end

As the last thing

SORTING OUT CONCEPTS

Levels 2-4, class or individual, reading and speaking, 10 minutes

Below are some rules from an instruction manual on how to catch a shoplifter. They appear in scrambled order. Assume that you are the manager training a new store detective. What would you say to the trainee? Use appropriate openers.

– The detective asks the shoplifter to go with him to the manager's office.

– The detective acts as if he were buying something himself.

– The detective waits until the shoplifter has gone out of the store before he stops him.

– When the detective sees a shoplifter taking something, he doesn't show him that he has noticed.

– The detective simply taps the shoplifter on the shoulder and says to him, "I think you have something that isn't yours."

– The detective dresses as he normally would to go shopping.

LISTING IN ORDER OF IMPORTANCE

Levels 2-4, class and individual, writing and speaking, 15-30 minutes

WRITING

Here is a telephone conversation explaining why you won't be able to go along on a weekend trip as you had originally planned. Fill in fitting openers.

"Hello?"

"Hi, this is Bob. How are you?"

"Fine, thanks. What's on your mind?"

"I'm afraid I won't be able to go with you this weekend."

"Oh, that's too bad. What's the problem?"

"*Two things.* . . . . . , my younger brother is in town for the weekend, and . . . . . , I still haven't received my income tax refund, so I'm flat broke."

WRITING – CONTINUED

Write down some more reasons why you can't go on the weekend trip with your friend. Introduce each with an appropriate opener, and list them in order of importance.

SPEAKING

Make up some other reasons for not going. Present them rapidly and in order of importance.

First of all

The main reason (problem, thing, etc.) is

Secondly

with two:
The other reason is

with several:
Another reason is

Besides that

Also

Still another reason is

And yet another reason is

And furthermore

And finally

The last reason is

B. OPENERS FOR THE MAIN ASPECT

THE MAIN THING

Levels 2-4, class, speaking and writing, 10-15 minutes

First of all

The main thing is

The most important thing is

Primarily

What do you look for in a job – good money, a challenge, the freedom to be creative?

SPEAKING

Break into pairs. Jot down what you think is the most important thing about a job you have or you'd like to have. Tell your partner, and he then reports it to the class. Be sure to try out several different openers.

Example

"I think that *the most important thing is* a chance for advancement."

"Howard thinks the most *important thing is* a chance for advancement."

WRITING

Answer in written form. What do you look for when you apply for a job? One sentence will do.

THE MAIN PROBLEM

Levels 3-4, class or groups, game, 15 minutes

Break into two teams. The students on one team pick out one of the topics from the column on the left (below). A member of the opposing team has to come up with a related sentence from the right column, and start it with one of the openers. If he can't, he's out. Some of the sentences on the right may fit more than one topic – or none at all! In questionable cases, the player may be asked to explain his choice. Time limit for each attempt: 15 seconds.

The trouble is

The problem is

Don't forget that

The real problem is

The point is

The awful thing is

Example

highjackers	*The trouble is,* nobody knows how to handle them.

ROUND 1

raising children	It makes saving useless.
the rising cost of living	Nobody knows how to handle it.
learning a language on your own	It's an uphill battle.
living together	The farther away you live, the worse it is.
	You've got to climb so many stairs.

ROUND 2

television	It wears you out before the day is over.
mother-in-law staying with the family	Nobody knows how to handle it.
jogging	It makes you feel so insecure.
smoking	It bores you to tears.
	Everybody gets on everybody's nerves.
	You must have willpower to quit.

C. OPENERS FOR A SURPRISING ASPECT

Do you realize that

The surprising thing is

Surprisingly

Believe it or not

You may not believe this, but

It may sound strange (or funny), but

Oddly enough

Strangely enough

QUALIFIERS:

Generally

By and large

As a rule

Normally

Ordinarily

Usually

Typically

On the average

A SURPRISING FACT

Levels 3-4, class and individual, speaking and writing, 60 minutes

SPEAKING

Sometimes the best way to support an argument is to come up with an unexpected fact. The following paragraph contains some surprising facts (given in italics). Introduce these facts with an opener, and also add an appropriate qualifier.

Example

TV plays a very large part in Canada's life. (*There were 1.7 TV's per household in Canada in 1971*)

→ *Do you realize that* there were, *on the average,* 1.7 TV's per household in Canada in 1971?

TV has a tremendous effect on children. (*Children spend more time watching TV than doing anything else in their waking hours.*) Early in life, children learn from TV to influence their parents about what to buy – not just in the area of toys, but also at the supermarket. (*Women buy more snack foods when accompanied by children.*) Also, when parents don't limit their children's TV watching, they become so dependent on television for their entertainment that they begin to lose their potential for creativity. (*A study has shown that children without TV who are left to themselves develop their own creative powers.*) Many people are also worried about the high percentage of programmes that highlight violence. (*Children have been shown to learn violence from TV.*) In short, the negative effects of TV probably outweigh its possible positive influence in presenting the world to the growing child.

WRITING

Write out the italicized sentences into full supporting arguments with openers and qualifiers.

DISCUSSION

Do you agree with the preceding text? If you don't, document your arguments with some surprising facts taken from newspapers, magazines, or books on this topic.

SURPRISING NEWS

Levels 2-4, class and pairs, writing and speaking, 20 minutes

WRITING

Write brief dialogues that describe some good and bad things that have happened (or will happen) to you, using surprise openers.

1. *"Guess what!* I found the ten-dollar bill you lost last month."

   "You don't say. Where was it? "

   ". . . . . , it was in the pocket of your swimming trunks! "

2. ". . . . . We don't have any classes today! "

   "How come? "

   ". . . . . "

3. Write out another short dialogue about some surprising news.

Guess what!

Surprise!

I've got news for you!

Do you know what?

Are you sitting down?

You'd better sit down

You won't believe this, but

SPEAKING

First, each student tries to think of some good and some bad news and makes a list of examples. Then, each takes turns presenting his or her examples, but in doing so takes care to use a different opener than was used before.

Believe me

Strangely enough

The surprising thing is

I was surprised to find out

The funny thing is

You may not believe this, but

This is hard to believe, but

SOMETHING HARD TO BELIEVE

Levels 3-4, class or pairs, writing and role-playing, 15-20 minutes

WRITING

In the following dialogue, an alcoholic consults his psychiatrist. Select openers for the blanks.

"So every time I try to lay off drinking I get depressed and I end up hitting the bottle even more than before."

". . . . . , I've tried everything! "

". . . . . , she seems to enjoy it! "

". . . . . , I didn't touch a drop of the hard stuff for a whole month. Then I went back to drinking."

". . . . . , doctor, I do! "

"Have you ever tried locking your liquor cabinet and throwing the key away? "

"What happens when your wife finds you in a drunken stupor?

"Well, how about switching to weaker drinks, like milk, or grapefruit juice or some soft drinks . . ."

"It seems to me that you don't even want to stop drinking."

ROLE-PLAYING

Below are some psychiatric terms with their definitions. Prepare notes for a consultation, then act out the interview in pairs.

inferiority complex *an abnormal feeling of being inferior to other people*
insomnia *a chronic inability to sleep*
paranoia *a mental disorder, characterized by delusions of persecution*
kleptomania *an uncontrollable impulse to steal*
claustrophobia *a morbid fear of enclosed spaces*
pyromania *an obsessive desire to set things on fire*

D. OPENERS FOR AN UNPLEASANT ASPECT

AN UNPLEASANT THOUGHT

Levels 2-4, class or pairs, writing and role-playing, 15 minutes

WRITING

A friend is showing you around her new apartment. She's quite proud of her place, but you're not terribly impressed. While you make polite compliments, you have some inner thoughts that are far less complimentary. Write down these unpleasant thoughts using openers.

"Well, this is my little apartment."	"Very nice! " Example: *But to tell the truth,* it looks rather drab.
"I got this living room furniture on sale! "	"Wow! "
"How do you like the wallpaper I chose? "	"It has a certain old-world charm, doesn't it? "
"We have quite a view from the balcony, don't we? "	"You sure do! "
"Stan made the coffee table himself! "	"You don't say! "
"And we got this lamp at an antique store in Stratford for peanuts! "	"What a find! "

Actually

But frankly

The only thing is

To tell the truth

To be honest

To be blunt

ROLE-PLAYING

Write down a few more exchanges of this type and then act them out in front of the class.

UNPLEASANT REALISM

Levels 2-4, class or individual, speaking or writing, 10 minutes

The following sketches show how a dreamer imagines his life. Think of ways to bring him back to reality, using openers. Write your suggestions down or offer them to the class.

Example

Frankly, I doubt that you and your husband will ever have a house like that.

Let's face it

The matter is

The truth of the matter is

The real question is

Let's be realistic

Come on now

THE HIDDEN TRUTH

Levels 3-4, class and individual, speaking and writing, 20 minutes

Here is a sample advertisement of a French course that claims to accomplish wonders in a short time.

LEARN TO SPEAK AND THINK IN FRENCH IN ONLY 10 EASY LESSONS!

by S. W. Hills
President of French Quick, Ltd.

Haven't you often marvelled at how quickly a child learns a language?

We, at French Quick, Ltd., have studied this phenomenon extensively, and we've come up with a course that makes learning French seem like child's play!

Our innovative approach – "Exclusive Submersion" – with the aid of modern electronics, programed lessons and experts in the field – teaches you how to speak and think in French! Now you may ask, "how long will it take? " Not as long as you think! In just 10 lessons of "Exclusive Submersion", we provide you with a vocabulary equal to that of the average native speaker of French, all without those clumsy grammar rules to worry about!

We bring the program to your doorstep in carefully designed modules which you can zip through in private and at your own speed (without the heavy expense of a tutor).

You'll be speaking French from the very first lesson! And after 10 lessons, you'll be able to hold your own in any French conversation!

Don't waste another day! Write to me personally today, and ask for your own free demonstration lesson.

S. W. Hills, President French Quick, Ltd.
Kalamity Building, 460 Conner Avenue, SHEWAWA, Ontario

SPEAKING

Pick out sections of the advertisement that are questionable, and discuss them, using the openers at the left.

Example

"He says here, 'in only 10 easy lessons'. *The catch is,* how long is each lesson? "

WRITING

Quoting directly or indirectly from the advertisement, write out a brief study of the promises made (one page), using appropriate openers. You may use expressions from the list below.

USEFUL EXPRESSIONS

it's deceptive to say

it's not fair to compare

meaningless words

make useless promises

typical sales pitch

door-to-door salesman

3. Digression Openers

In listening to conversations we often get distracted by our own thoughts. For instance, your friend might be talking about the rising cost of houses, and you will suddenly remember that you haven't washed your windows in over a year.

Naturally, such mental associations are usually of interest only to yourself. But sometimes, you may feel they're worth contributing to the conversation, especially if the topic under discussion is not very interesting anyway. For instance, if the conversation reminded you of the fact that your friend has just moved, you might ask him, *"By the way,* how's your new place? " In this way, you have just *opened a digression.*

Then, after a while, if you're anxious to *return to the previous topic,* i.e. house prices, you might want to try *"to get back to what we were talking about"* as a gambit for closing the digression. You will notice that openers not only introduce sentences, but also give you a fair bit of control over the flow of conversation.

Speaking of

That reminds me

By the way

Speaking about

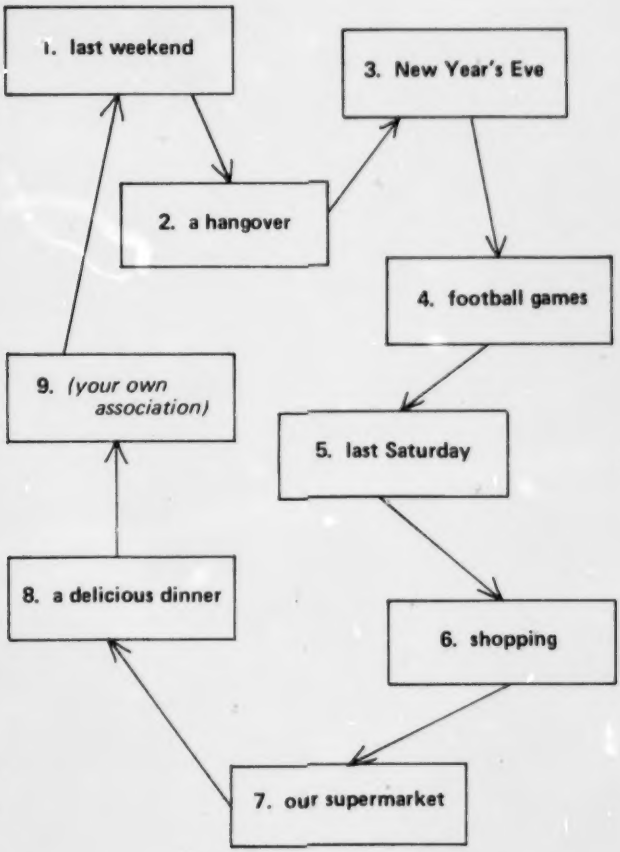
Before I forget

I just thought of something

MOVING OFF TOPIC

Levels 2-4, class or small groups, game, 10 minutes

Digress from topic to topic as marked in the chart below. The first speaker says anything that comes to mind about *last weekend* (e.g. "I didn't get much work done last weekend"). The next player digresses, using an opener (e.g. *"Speaking of weekends,* I had a terrible hangover Sunday morning"). Continue until you end up at the starting point. Make up your own digression game, if you like.



STEERING THE CONVERSATION

Levels 1-4, class or individual, writing, 5 minutes

Here we have a teacher who is trying to make an announcement. How can she get back to what she was trying to say after each of the following interruptions?

"Next Friday we'll be taking a field trip to the art gallery . . ."

"Yes, wasn't it interesting! . . . . . , we'll meet here as usual and then take a bus . . ."

"Sorry, no, it's against school policy. . . . . , at the gallery, we'll see an exhibit on Eskimo art . . ."

"Really. Well, this will fit in nicely then. . . . . , let's meet here at 9:15 a.m. We'll leave at 9:30 sharp, okay? "

"Oh, did you see the special about Goya on TV last night? "

"Can I take my car? "

"We saw a film on Eskimo art just last week."

Anyway

In any case

To return to

To get back to

Let's get back to

Where was I?

What were we talking about?

For further practice, go back to the exercise INTERRUPTING GAME, page 4, and use the openers of both sections in a further round of the interrupting game.

RETURNING TO THE TOPIC

Levels 3-4, groups, speaking, 5-10 minutes

Let's get back to

Could we get back to

Going back to

To get back to

Returning to

For this exercise, break into groups of four to five students. Each group may talk about anything it chooses. After a little while, the person who is most bored in each group interrupts to suggest that the group get back to the agenda. To do so, the bored person uses the gambits and the reasons listed below. But the group refuses to get back to the topic, whereupon the bored person gets up and joins another group. After a while, those people who are bored again suggest getting back to the topic, get refused, and leave for another group. This continues for about five minutes.

Example

hungry

Let's get back to the agenda, shall we? I'm getting a bit hungry and I'd like to finish.

Make up another way of saying the same thing.

REASONS FOR GETTING BACK TO THE AGENDA

1. *wife – pick up – 3:00 p.m.*
2. *report – hand in – Wednesday*
3. *headache – get home*
4. *bored with what you're talking about*
5. *some important things left on the agenda*
6. *another appointment at 3:00 p.m.*
7. Come up with a reason of your own.

4. Opinion Openers

We are all very fond of stating our own opinions. In English, we have over fifty typical ways of introducing a personal opinion.

Sometimes, when we are not too sure of our own ideas, we use *guessing openers*: "*I guess* he's over forty years old." Or on the other hand, we may strongly believe that something is true. Then we use a *conviction opener*: "*I honestly believe* she's the best person for the job."

We also have some special openers to introduce the way we see something (as against the way others see it): "*In my view,* I ought to get tomorrow off." And then again, we have yet other openers to let our listeners know that what we're about to say is not our own, but someone else's opinion: "*I've heard* that we'll all get New Year's Eve off! "

A. GUESSING

A SIMPLE GUESS

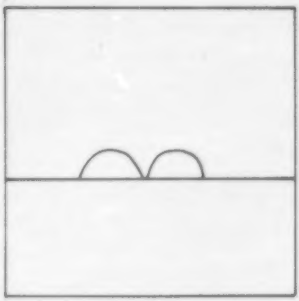
Levels 1-4, class, speaking, 5 minutes

Guess what the following pictures show. Even though it is possible to state your guesses without openers, be sure to use them in this exercise.

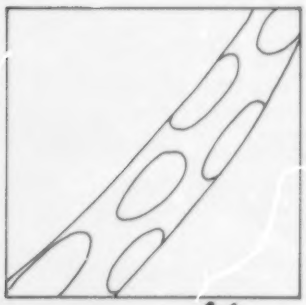
I guess
I'd say
I think
Could it be
Is it
Perhaps it's

1.

2.



3.



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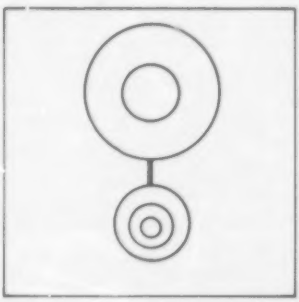


GUESSING ABOUT MEASURES

Levels 1-4, class or individual, speaking, 5 minutes

Quickly estimate the following sizes, amounts and numbers. Use guessing openers.

I'd guess
I think
I'd say
Could it be
Is it
Perhaps it's

1. About how long is this line?
   - in centimetres
   - in inches

2. About how much milk is there in a medium-size carton of milk (one size larger than a pint)?
   - in metric measures
   - in imperial measures

3. About how many dots are there in this heap?

4. Which of these two circles is larger?

5. Which of these two figures is longer?

I guess

I'd say

Could it be

I think it is

GUESSING LANGUAGES

Levels 1-4, class, speaking, 5 minutes

Each of the lines below says, "I speak English". In which language?

1. Ik praat engels.
2. Mãẽ angrēzī bōltā hũũ.
3. Je parle anglais.
4. Eu falo ingles.
5. Beszélek angolul.
6. Ich spreche englisch.
7. Linguam anglicam loquor.
8. Jeg taler engelsk.
9. Nēn inglīṣu māṭlāḍtānu.
10. Eigo-ga dekimasu.
11. Ninasema kiingareza.
12. Ana kalam al inglise.

Possible Choices

French, Telugu, Swahili, Dutch, Portuguese, German, Latin, Japanese, Danish, Hindi, Hungarian, Sudanese

AN EDUCATED GUESS

Levels 2-4, class or pairs, speaking or writing, 5 or 15 minutes

Speculate about the unusual actions of the following people by completing the short dialogues.

I suspect

I assume

It looks like

It looks as if

I take it that

1. "What's the matter with Jeff these days?"

   "Why?"

   "Well, first of all, he wasn't at the meeting about the pay raise."

   "Well, ..."

   "And another thing, I saw him looking through the help wanted section in the newspaper."

   " . . . . "

2. "How come Patty's been so grouchy lately?"

   "Hmm. I hadn't noticed."

   "I asked her to give me a call last night and she didn't."

   " . . . . "

   "And besides, she seemed really upset at our jokes about Ron."

   " . . . . "

3. "I wonder why Hugh isn't here yet."

   " . . . . "

4. "You know, I haven't had a letter from Carolyn for ages!"

   " . . . . "

B. OPINIONS

AN OPINION ABOUT CURRENT AFFAIRS

Levels 2-4, class or individual, speaking or writing, 10 or 30 minutes

I think

I imagine

I rather suspect

I'm pretty sure

I'm fairly certain

I'm almost positive

SPEAKING

Listen to today's news or consult a current newspaper. Pick out a topic that intrigues you and about which you know something extra. Write down in note form what you think about this subject. Then, in two minutes, state your opinion to the class. Be sure to use at least three of the openers from those at the left.

WRITING

Alternatively, write your opinions down in full sentences. Back them up with good reasons (one page).

If you don't have access to a newspaper or other news source, perhaps one of the following topics will suggest a story to you.

ALTERNATE TOPICS

1. *What is the place of work in your life?*
2. *Is religion meaningful in today's world?*
3. *Should guns be banned altogether to cut down on crime?*
4. *Should education be a full or part time pursuit?*
5. *Is the language laboratory useful at all?*

A WELL-GROUNDED OPINION

Levels 2-4, pairs, telephone role-playing and writing, 20 minutes

WRITING

Assume that someone has broken into your home. All your drawers are ripped open, the TV is missing, and your cash has disappeared from below the mattress.

Break into pairs. One student plays the victim of the break-in and the other is a police inspector. Write down a few key words for a telephone dialogue between the victim and the inspector. An example is given below. Do not write out the whole dialogue.

Example

"Hello? I'm calling to report a theft."

(this afternoon)

(all legal documents, such as passport, birth certificate, insurance policy, marriage license, and all the silver)

(know who did it – won't say anything till I talk to my lawyer)

(someone else does)

"Yes, just a moment . . . Okay, when did this take place?"

"What was taken?"

"Do you have any reason to suspect someone?"

"All right. Does anyone else have a key to your apartment?"

"Okay, we'll send someone out to you right away."

I think

I'm pretty sure

I'm fairly certain

I'm almost positive

I have reason to believe

I suspect

TELEPHONE ROLE-PLAYING

The various pairs present their dialogues. Each time the inspector asks a question, the victim begins his or her answer with an opener from the list at the right.

C. A CONVICTION

Levels 3-4, class or individual, writing and discussion, 30-60 minutes

I honestly feel

I strongly believe

I believe

I'm positive

I'm convinced

Undoubtedly

Without a doubt

You may or may not agree with the following speaker. He's stating his own opinion.

"I feel that everyone has the same chance in life. We're all born, go to school, and then we have a choice. Some want to work hard and then they get somewhere in life, buy nice homes and fancy cars, and others just loaf around and never amount to much. Why, just last week I saw this long-haired character downtown asking for some change and I turned around and said to him, 'Why don't you cut your hair and get a job like everyone else?' He just smirked and walked away. I'm positive that guy will never get very far in life! On the other hand, if he just worked hard, he could have nearly everything he'd want! "

WRITING

Decide whether you basically agree or disagree with the speaker.

1. *If you agree,* write ten sentences, saying why. You may use reasons from the passage and you may add your own.
2. *If you disagree,* write ten sentences that explain why. You might want to mention such things as social class of the parents, quality of schools, individual differences, unequal opportunities for jobs, inflation, etc.

SPEAKING

All those in the class who agree form one group, and those who disagree form another. If everyone is on one side of the question, choose a student to play devil's advocate (a person who defends a point of view he doesn't necessarily believe in). Choose a speaker for each group to present its main arguments to the class. After the formal presentations, everyone is encouraged to state his own opinion.

D. A PERSONAL VIEWPOINT

EVALUATING SOMEONE ELSE (KINDLY)

Levels 3-4, class, speaking, 10 minutes

One member of the class volunteers for public scrutiny – it could be a student or the teacher. Everybody notes down one outstanding characteristic, good, bad, or indifferent, about the volunteer. Then each in turn gets a chance to state his viewpoint with an appropriate opener. Criticisms should be phrased kindly, and compliments should be short and to the point. Everybody should feel free to contradict another person's viewpoint if he doesn't agree with it.

Example

"Penny, *in my opinion* you're one of the finest persons I have known. However, there's a slight problem. Whenever I say something to you, you interrupt me before. . ."

". . .well, Paul, *to my mind,* you're one of the most terrific guys I've ever met, except that you always criticise me! "

In my (personal) opinion

In my (personal) estimation

I personally believe

I personally think

I personally feel

Personally, I believe (*or* think, *or* feel)

Not everyone will agree with me, but

To my mind

TAKING A STAND IN AN OPINION POLL

Levels 2-4, class, speaking, 10 minutes

In my (personal) opinion

In my (personal) estimation

I personally believe

I personally think

I personally feel

Personally, I believe (*or* think, *or* feel)

Not everyone will agree with me, but

Pretend that you're at home relaxing with your favourite diversion, your TV, a great Italian pizza, a bunch of friends, etc. The phone rings and a lady tells you that you've been selected for an opinion poll, and would you care to answer the following questions? You think it's a sales pitch, but you say, "Okay, go ahead." Here are the questions. Each person has ten seconds to answer, with an opener.

1. Which person is boss in your home, you or your partner?
2. Who do you think ought to do the dishes in a shared household, the man or the woman?
3. Who do you think ought to fix the sink when it leaks?
4. Who do you think ought to do the laundry?
5. Who do you think ought to be the major wage earner?
6. Who do you think ought to look after the children when they're under five years old?
7. Who do you think ought to buy clothes for the children when they're under five years old?
8. Who do you think ought to discipline the children?
9. Who do you think ought to be driving the car when both the man and the woman can drive?
10. (*Fill in more*) . . . ?

E. A PERSONAL EVALUATION

A PERSONAL EVALUATION OF A CASE

Levels 2-4, class, game, 20 minutes

A volunteer leaves the room. The rest of the class thinks up a crime that the volunteer has committed (a list of possible crimes appears below). The class agrees on what the accused did, and when, where and how he did it. The volunteer comes back into the class and is told of the crime of which he stands accused, but not any of the details. Each student gets a chance to cross-examine the accused for half a minute who then has to defend himself as best he can. At the end, each student votes whether he feels the accused has defended himself successfully or not, and explains his decision with a personal evaluation opener.

As far as I can tell

As I see it

It appears to me

I understand this to be

LIST OF POSSIBLE CRIMES

leaving the scene of an accident

carrying a dangerous weapon (switchblade, gun, etc.)

driving under the influence of alcohol

impersonating an undercover policeman

cheating on an exam

(your favourite crime) . . . . .

PUBLIC RELATIONS: THE PRESS CONFERENCE

Levels 2-4, class, role-playing, 30 minutes

To the best of my knowledge

My understanding is

As far as I know

As I understand it

For this activity, two groups are required. The groups will alternately play the role of the press and that of a public relations team working for a famous personality. This famous personality has recently been involved in a public scandal.

First, the two groups decide what the scandal of their opposite team's employer is (ideas below). Then they prepare questions which they will put to the opposite team when they play the role of the press. When everybody is ready, the two teams announce to each other what their respective scandals are. Then one team starts the questioning. The defending public relations men answer as politely as they can, and make liberal use of the openers at the left. After a while, the teams switch roles and the defenders become questioners.

Example

PRESS	PUBLIC RELATIONS
"Has the premier ever stolen a chocolate bar before?"	"No, sir. *To the best of my knowledge,* he hasn't."

POSSIBLE SCANDALS

A premier of a Canadian province has been caught stealing a chocolate bar.

A member of the Federal Cabinet turns out to be a spy for one of the major world powers.

A mayor of a major Canadian city has just been discovered to be a member of organized crime.

A famous TV personality has been caught smuggling heroin into Canada.

F. PERSONAL CIRCUMSTANCES

HOW SOMETHING AFFECTS YOU

Levels 2-4, class or small groups, speaking and writing, 10-30 minutes

SPEAKING

One student proposes a drastic change in classroom routine (e.g. meeting at different hours, having two months off for holidays, concentrating on spelling and writing, dividing the class up, etc.). A second student objects, explaining how this would affect him personally.

Example

"How about meeting in the evening instead of in the afternoon?"

"Well, *in my case,* that's not too good because the buses don't run out to where I live at that time of the day."

In my case

What I'm concerned with is

Personally, I'm more interested in

If I had my own way

For my own part

WRITTEN

Write down such a proposal on a piece of paper. Pass it on to your neighbour who then writes down how it would affect him.

POSSIBLE IDEAS

Let's clip out newspaper articles and discuss them.

Let's go to the language lab.

How about doing something other than openers?

I'd like to go for a break.

G. CONFIDENTIAL INFORMATION

Levels 2-4, class or small groups, speaking or writing, 10 or 20 minutes

I've heard

They say

Just between you and me

Rumour has it

I hear from the grapevine

I hear they say

This shouldn't be passed around, but

I wouldn't let this get out, but

Maybe I shouldn't say this, but

SPEAKING

Start a rumour about someone in the class by whispering something to your neighbour, beginning with a rumour opener from the list at the left. The neighbour changes a small detail and passes the rumour on to his neighbour, until the rumour has gone around the whole class. The last person announces the rumour to the class.

WRITING

Circulate rumours on paper. Everyone starts a rumour about his neighbour to the left at the top of a clean sheet of paper. At a given point, everyone passes his piece of paper to the neighbour at the right. This person then changes a detail in the rumour and writes the changed rumour below the previous one, introducing it with an opener. When he's finished, he folds the topmost rumour over so that only his version is visible and passes the piece of paper on to the next neighbour. This goes on till the subject of the rumour can read the paper with the rumours about himself.

Please note: Rumours should not be true, or even half true, otherwise they become malicious. This would destroy the game.

POSSIBLE RUMOURS

X is presently involved in a passionate love affair with a famous film star.

Y has inherited an incredible amount of money but is not telling anyone.

etc.

5. Problem Openers

Since earliest times, man has used language to communicate about problems: how to build a house, how to trap a bear, or how to deal with mother-in-law. Not surprisingly then, we have developed a special set of openers for the various aspects of problem solving.

First, we have to let others know what the problem is. This is often expressed in the form of a *stated need*: *"All I need* is a good power saw." Hearing this, a friend might *make a suggestion* like, *"Why don't you ask* Dave if you could borrow his? " Your grandpa, on the other hand, could offer a more *traditional solution,* like, *"As long as I can remember,* a sturdy hand saw has been good enough! " You might protest, using a *modern solution opener,* like, "Well, Grandpa, *they've come up with* some really handy improvements lately, you know."

Or then again, you might not want to say anything at all. You might want to go right ahead and borrow Dave's power saw.

A. A NEED

Levels 2-4, speaking or writing, class, 5-10 minutes

All I really need is

I could do with

I could make do with

I could use

If only I had

Often we don't have the tool we need. Then we have to make do with a substitute. Use the suggested openers to introduce the substitute that will do for each of the following needs.

ACTION	REQUIRED TOOL	ACCEPTABLE SUBSTITUTE
open transistor radio	*screwdriver*	*dime*

"I need a *screwdriver* to get this radio open. Well, *all I really need is a dime.*"

open bottle	*bottle opener*	*bumper of the car*
get a lock open	*locksmith*	*coat hanger*
walk in the rain	*raincoat*	*garbage bag*
fix a rip in the pants	*sewing machine*	*safety pin*
change a tire	*jack*	*two bricks and three strong men*

Can you think of some other acceptable substitutes for the required tool?

B. SUGGESTIONS

ASKING FOR SUGGESTIONS

Levels 2-4, class or pairs of students, speaking or writing, 10-20 minutes

SPEAKING

One student reads the problem and the other suggests ways of getting some fast cash (e.g. borrowing from a friend, using a credit card, selling something, getting a loan, etc.).

1. "I want to move out of my apartment because of the noise next door. I just found a really nice place, but they want $250 down as a deposit."
2. "Wow! I just saw the greatest used car. The owner is leaving for Mexico City tomorrow morning and he wants just $800. But he wants it in cash. What am I going to do? "
3. "Did you see that they've got a sale on at the downtown mall? Well, I saw this vacuum cleaner for just $30, but I only have 20 dollars in my pocket. What do you think I could do? "
4. Think of something you'd really like to have. Then think of a bargain price and ask your friend how you should go about getting the object.

Why don't you

You can always

I suggest you

One way would be to

If I were you, I would

Why not

Perhaps you could

How about

Try

WRITING

Write your problem down on a piece of paper and then pass it to your neighbour who will suggest a solution.

OFFERING SUGGESTIONS

Levels 3-4, class or individual, speaking or writing, 5 or 15 minutes

I have an idea

Why don't you

Why not

May I make a suggestion

I suggest you

Perhaps you could

I would

How about

Let's

SPEAKING

Think of how you could get out of the predicaments listed below. Then offer your solutions to the class.

WRITING

Write your suggestions out and hand them in.

PREDICAMENTS

Warren has managed to push the cork of a bottle of wine inside the bottle. The guests are waiting.

Elizabeth has locked her keys inside her own car. She asks you for advice.

You and your friend have just gone shopping at the shopping centre and you're returning to the parking lot. You forgot where you parked your car and you can't find it.

Every morning you turn off the alarm, go to sleep for another hour, and then you're late for work.

Think up another predicament, and have a classmate come up with a solution.

C. TRADITIONAL SOLUTIONS

Levels 2-4, class, speaking, 20 minutes

Imagine that a friend of yours from overseas is visiting Canada. There would be many aspects of Canadian life that would strike him as worthy of comment.

Make a list of such striking aspects of Canadian life (check some of the ideas below to get you started). Play the part of the overseas visitor and tell one of your fellow students what you find surprising. Your fellow student will then answer you, explaining how come things are the way they happen to be here. He will begin his explanations with some of the openers at right.

As long as I can remember

Ever since

We have always

In the past

Traditionally

SOME STRIKING ASPECTS OF CANADIAN LIFE

the multicultural composition of the Canadian population

the widespread use of air conditioning

the overwhelmingly pervasive use of cars

the bilingualism in the Federal Government

the size of the population centres Toronto and Montreal in comparison with the rest of the country

the popularity of hockey and the relative lack of interest in soccer

Try to imagine what you would find striking if you were a first-time overseas visitor to Canada.

D. A PLAN

Our plan is to

We intend to

We are thinking of

What we have in mind is

We figure

Our scheme is

What we plan to do is

I'll tell you what we'll do

Here's what we'll do

A PLAN FOR AN ESCAPE

Levels 3-4, class and small groups, speaking or writing, role-playing, 15-30 minutes

Imagine that you and three or four others have been wrongfully thrown into jail in some distant country. Below is a floor plan of the jail, a map of the vicinity, and a list of routines at the jail. Devise a plan for your "grand escape".

SPEAKING

Make your plan in note form, and then present it to the class.

WRITING

Write out your plan for the escape in the form of a letter to a friend who can help you escape from outside.

JAIL ROUTINE

8:00 a.m. *breakfast in the common dining-hall*

9:00 a.m. *clean-up of cells*

10:00 a.m. – 11:00 a.m. *visiting hour; speaking is only permitted through the iron bars of the small cell door windows*

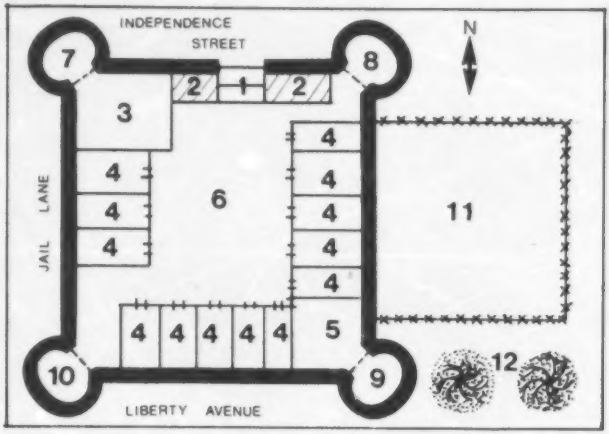
12:00 a.m. *lunch in the cell*

1:00 p.m. *change of guards*

2:00 – 2:30 p.m. *exercises for prisoners in the fenced-in jail yard*

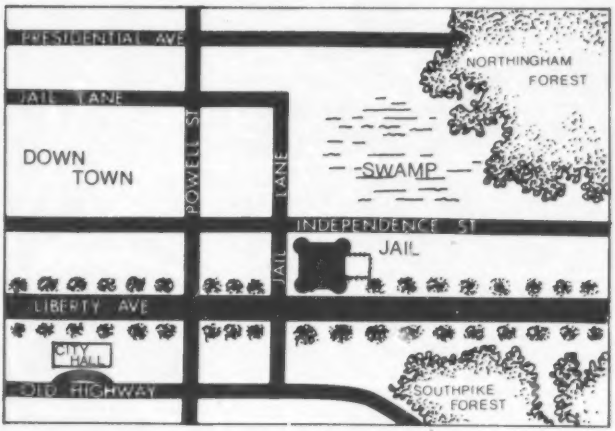
6:00 p.m. *dinner in the common dining hall*

10:00 p.m. *lights out*



LEGEND

1. *triple gate*
2. *guard rooms*
3. *guard common room*
4. *cells*
5. *common dining room*
6. *hall*
7. *northwest guard tower*
8. *northeast guard tower*
9. *southeast guard tower*
10. *southwest guard tower*
11. *fenced-in jail yard*
12. *trees along Liberty Avenue*



PLAN AND COUNTERPLAN

Levels 2-4, class or pairs of students, speaking, game, 15 minutes

I'm planning to

I intend to

My plan is to

I'm thinking of

What I have in mind is

I figure

My scheme is

What I'm planning to do is

It is 5:30 p.m. Mark is at Francine's home where he's just had an early supper. His train for Montreal leaves at 5:45 p.m. He asks Francine if she would like to accompany him to the train station. Francine says, "Sure Mark. I've got to go to the shopping centre, so why don't we take the car? "

Francine and Mark get into the car and start towards the train station. At each intersection Francine says what she's going to do next. But Mark is a backseat driver who always wants to tell her where to go next.

Example

Francine:	Mark:
"I figure, I'll turn into Chaucer Lane next."	*"Why don't you* keep going straight? "

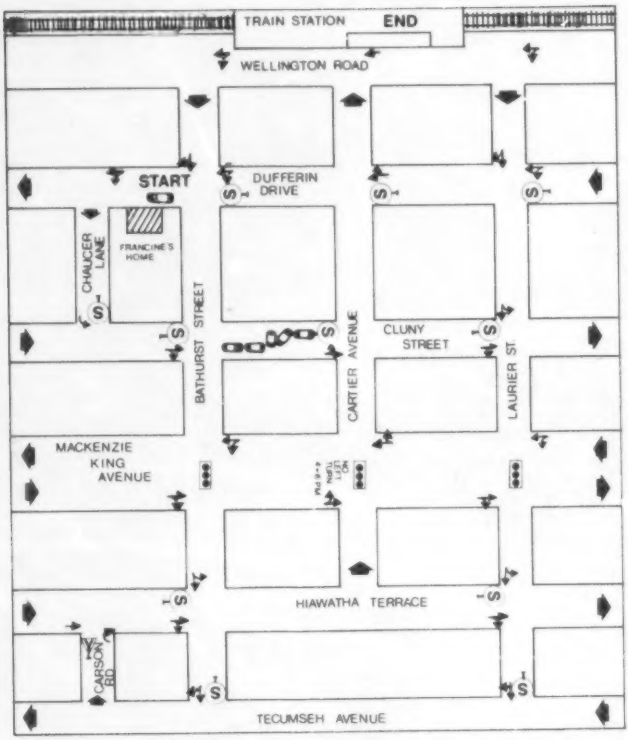
Game

Two students assume the roles of Francine and Mark. Francine opens each of her plans with a planning opener from the list at left. Mark answers with suggestion openers found in the right column of the next page.

Scoring

Divide up your work. One student checks the seconds, another keeps score, and the teacher checks the use of English.

1. Score one point for Mark if he makes a correct suggestion within 15 seconds of Francine's announced plan. Francine *must* drive the way Mark suggested if his counterplan is correct.
2. Score one point for Francine if she announces her next action correctly within 15 seconds of Mark's counter-suggestion.
3. Subtract one point for each error in English.



SUGGESTION OPENERS

Why don't you

You can always

I suggest you

One way would be to

If I were you, I would

Why not

Perhaps you could

How about

Try

E. MODERN SOLUTIONS AND DISCOVERIES

Levels 3-4, individual or groups, reading and speaking or writing, 20 or 40 minutes

They've discovered

They've found that

They've devised a way to

TWO-PART VERBS

find out

figure out (a way to)

come up with

think up

hit upon

work out

SPEAKING

Go through some newspapers or current magazines and look for an article about a new discovery or invention. Next day in class, describe the discovery to the class. Make sure to use some of the openers and two-part verbs from the left column in your description.

WRITING

Pick out such a discovery or invention and write about it for no more than one page.

SOME POSSIBLE TOPICS

organ transplants
fuel-saving devices
safety measures in cars
a new cooking utensil
computer use in banks, offices, etc.
high-speed trains
home entertainment devices
self-cleaning ovens

ANSWERS

Page 34

1. pig pressing nose against window pane
2. camel behind stone wall
3. giraffe passing window
4. boy scout frying an egg

Page 35

1. 5 centimetres or 2 inches
2. 1 litre or 1 quart
3. 140 dots
4. both are the same size
5. the figure at the right

Page 36

1. Dutch
2. Hindi
3. French
4. Portuguese
5. Hungarian
6. German
7. Latin
8. Danish
9. Telugu
10. Japanese
11. Swahili
12. Sudanese